



Department of English

MA in Teaching English as a Second Language



Student Handbook

Fall 2023

A. Welcome to your MA in Teaching English as a Second Language. We are committed to helping you prepare for a career in the fields of TESL, TEFL, and Applied Linguistics. Whether you want to teach adults at the college or community level, to work abroad, or to continue on to do PhD work in the field and conduct research, we will do our best to provide you the support and resources you need to complete your degree and reach your professional goals.

This handbook is designed to outline the MATESL degree requirements and program expectations for MA students entering the program in Fall 2022. It mirrors the program website at <https://english.arizona.edu/ma-tesl>, to which you should refer for up-to-date information.

B. People

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C. MA in TESL Degree Requirements

1. Language Requirement. If you speak English as your first language, you should show evidence of intermediate proficiency in another language (e.g., 4 years high school, 4 semesters college, or other experience). Please discuss your individual situation with Dr. Kayi-Aydar within the first few months of your first semester. Individuals who speak English as an additional language are not required to show proficiency in a third language. Note that any coursework done to fulfill this requirement cannot count towards the 30 units required for the degree, as work done at the 400-level or lower cannot count towards graduate study.

2. Coursework. Students should complete the following coursework, with a grade of B or better. Please note that you may need to take up to 36 credits to 1) fulfill requirements to maintain GTAship and other financial awards, 2) meet international student visa requirements, 3) complete classes in the required order, and 4) retain full-time student status.

<i>Requirement</i>	<i>Normally fulfilled by:</i>	<i>Units</i>
TESL Methods	ENGL 555: Methods I: Introduction to TESOL	3
Materials, Curriculum, and Assessment	ENGL 613: Methods II: Materials & Curriculum Development and Assessment	3
Culture	ENGL 620: Global Englishes	3
SLA Theory	ENGL 615: Second Language Acquisition Theory	3
Pedagogical Grammar	ENGL 506: Linguistics and Grammar for TESOL	3
Professional Development	ENGL 693a: Applied ESL	3
Technology	ENGL 589: Internet Technologies in L2 Teaching and Learning	3
Four to six elective courses selected from: <ul style="list-style-type: none"> ● ENGL 591: GTA Preceptorship (GTAs only) ● ENGL 560: Teaching Listening, Speaking, and Pronunciation ● ENGL 580: Teaching Second Language Writing (required for GTAs who want to teach L2 writing) ● ENGL 596o Special Topics: e.g., Discourse Analysis, Genre Theory & Pedagogy, Corpus Linguistics, or other (with Director approval) ● Courses from other programs/departments with Director approval 		12-18
TOTAL		30-36

D. Coursework Descriptions

Please note that the course titles and descriptions in the graduate course catalog and UAccess may not reflect the latest course names and descriptions, as proposed changes often take up to a year to be reflected in the entire system. The titles and descriptions below are the most current and reflect the content as is and will be taught from Fall 2023 – Spring 2025.

- **English/SLAT 506: Linguistics and Grammar for TESOL:** This course covers basic concepts in linguistics and English grammar for teachers of English as a global language, and is useful for students of TESL, English, and Linguistics. The first part of the course will introduce linguistics through both structural and functional perspectives—the development, social context, textual structures, syntax, words, and sounds of English. The second part of the course, grounded in real pedagogical examples, introduces the pedagogy of English grammar. (required)
- **English 555: Methods I: Introduction to TESOL:** This course will provide a general overview of the TESL profession covering prominent theories, methodologies, and procedures influencing the field. Throughout the semester, students will engage in a range of theoretical, pedagogical, and reflective activities to inform their instructional practices. They will also become familiar with diverse educational contexts in which English is taught and learned as well as standards, materials, methods, and assessment tools used in such settings. (required)
- **English/SLAT 560: Teaching Listening, Speaking and Pronunciation:** This course provides an introduction to the teaching of second, foreign, or additional language (L2) speech, listening, and pronunciation in diverse contexts. Through readings, discussions, and activities, you will develop your understanding of the theory, research, and practice of L2 speech, listening, and pronunciation. We will explore a range of issues, including L2 oral/aural development, identity, pedagogical approaches, course design, feedback on student oral performance, and assessment. While we will work to develop familiarity with L2 speaking, listening, and pronunciation research and theory, the course will be grounded in practical and hands-on work with the goal of building your pedagogical knowledge as well as tools and strategies for working with second language speakers across settings.
- **English/SLAT 580: Teaching Second Language Writing:** This course provides an introduction to the teaching of second, foreign, or additional language (L2) writing in diverse contexts. Through readings, discussions, and activities, you will develop your understanding of the theory, research, and practice of L2 writing. We will explore a range of issues, including L2 writing development, culture and identity, pedagogical approaches, course design, feedback on student writing, and writing assessment. While we will work to develop familiarity with L2 writing research and theory and its inter-relations with L1 composition, the course will be grounded in practical and hands-on work with the goal of building your pedagogical knowledge as well as tools and strategies for working with second language writers across settings.

- **English/SLAT 589: Internet Technologies in L2 Teaching and Learning:** This course explores theory, practice, and pedagogical application of the latest Internet and computer technologies in second/foreign language education, including synchronous and asynchronous chat, blog, wiki/collaborative docs, audio (podcasting), video, virtual world/digital gaming, mobile/handheld computing, and social media technologies, in view of CALL (computer-assisted language learning), CMC (computer-mediated communication), SLA/D (second language acquisition and development), and literacy/ies research. Class activities will include small group discussions, presentations, and hands-on use of the technologies being discussed. (required)
- **English/SLAT 596o (Special Topics): Genre Theory and Pedagogy:** Although the term *genre* is often associated with literary forms, its use has expanded to texts and social practices ranging from academic research articles to political blog posts. Applied linguists, rhetoricians, and language and writing teachers have increasingly turned to genre as an important concept in understanding the “stabilized-for-now” texts (in the broadest sense) that occur in response to recurring situations—texts that are often essential for participating in academic, public, and professional environments.
In this course, we will explore contemporary genre theory and pedagogy, including questions such as how genres are created and changed over time, how genres function within and for communities, and how genres are learned and can be taught. We will draw upon various disciplinary perspectives from applied linguistics, rhetoric and composition, and education to study: a) contemporary genre theory; b) research approaches to studying genres and the communities in which they are used; c) research into how genres are learned in classrooms and other environments; and d) pedagogical approaches to facilitating genre learning and awareness in language and writing classrooms
- **English/SLAT 596o (Special Topics): Corpus Linguistics:** This course will examine issues in corpus linguistics, both as a research methodology and as a field of study within Second Language Acquisition and Teaching/English as a Second Language. The course has three major objectives: a) to present an overview of the current state of research findings in this field; b) to develop the advanced analytical techniques required for students to carry out their own corpus linguistic research projects; and c) to introduce class members to tools for using corpus linguistics in research and teaching. Class members will be asked to read and discuss assigned texts and complete and present a term project.
- **English/SLAT 596o (Special Topics): Discourse Analysis:** This course will introduce students to theories and methods for the analysis of discourse. The goal is to equip students with knowledge and exposure to a range of discourse analysis traditions, approaches, and techniques so that students can gain a comprehensive understanding of the field and draw from one or more of those to conduct discourse analysis on their own. Students will also be provided with multiple opportunities and hands-on practice to analyze and interpret different types of discourse data. The course, however, will focus particularly on spoken data in face-to-face interactions in L2 (ESL) learning/teaching contexts or classroom settings. Each class session will include lecture/discussion of course readings and a time to engage in

practical discussion or use of methodological tools/issues (including data collection and data analysis).

- **English/SLAT 596o (Special Topics): Introduction to Applied Linguistics:** Applied linguistics is the main research base for TESOL and foreign language teaching. It is also an interdisciplinary field with strong influences from psychology, sociology, anthropology, education, and cognitive science. In this course, we will get a wide-ranging view of applied linguistics, from its primary theoretical assumptions to its primary research methods to its primary applications. (required)
- **English/SLAT 613: Methods II: Materials/Curriculum Development and Assessment:** This advanced level methods course has three areas as its major focus. First, it introduces concepts in ESL/EFL curriculum development and course design and provides skills needed to develop a course. Second, it focuses on ESL/EFL assessment and related issues, such as standards and testing. Third, it provides students with the necessary skills to develop, evaluate, and adapt instructional ESL/EFL materials for all receptive, productive, and complementary language skills for different contexts, proficiency levels, and purposes. By completing a coherent curriculum and assessment project in addition to several other course assignments, the course participants will extend personal knowledge in the areas of curriculum design, materials development, and second language assessment. (required)
- **English/SLAT 615: Second Language Acquisition Theory:** This course is designed to present an overview of the field of second language acquisition, the study of how second and foreign languages are learned after a first language has already been acquired. SLA is a broad subfield of [ADD: applied] linguistics with many interesting and exciting areas of research. (required)
- **English 620: Global Englishes.** English has been referred to as a lingua franca, a global language, a commodity, and a tyrannosaurus rex. Though exact estimates of English users vary, native English speakers are most certainly outnumbered by English as an additional language (EAL) users today. This online course is an introduction to the paradigm of Global Englishes, including the study of World Englishes (WE), English as a lingua franca (ELF), English as an international language (EIL), and the implications of English's worldwide reach. In our study of Global Englishes, we will also consider related issues, such as language variation, globalization, linguistic imperialism, the "native speaker" construct, language policy, and language teaching.
- **English 693a: Applied ESL:** This course is designed to prepare ESL teachers professionally and will cover topics such as job hunting, interviewing, writing a CV, conferences, observations, assembling a portfolio, and conducting and presenting action research. Students will participate in 10 hours observing ESL in at least two community and university contexts. Requirements include a report of an action research project, a poster presentation of the project, and a portfolio which may be used for securing jobs. (required)

E. Coursework Schedule

The following table outlines our projected coursework schedule for graduate teaching assistants and regular MATESL students starting in Fall 2023. Students should consult with the Director to finalize selections and choose elective courses. Most courses can only be registered through the Department. Please note that the schedule may be subject to change.

Fall 2023	Spring 2024
<ol style="list-style-type: none"> 1. Engl 555 Methods I: Introduction to TESOL 2. Engl 596o Introduction to Applied Linguistics 3. one from: <ul style="list-style-type: none"> • Engl 591 Preceptorship (required of GTAs) • Engl 620 Global Englishes 	<ol style="list-style-type: none"> 1. Engl 589 Internet Technologies in L2 Teaching and Learning 2. Engl 613 Methods II: Materials and Curriculum Development and Assessment 3. Engl 615 SLA Theories

Fall 2024	Spring 2025
<ol style="list-style-type: none"> 1. If not taken Fa 23, Engl 620: Global Englishes 2. , 3. two from: <ul style="list-style-type: none"> • Engl 580 Teaching Second Language Writing (required of GTAs who want to teach 106, 107, or 108) • Engl 560 Teaching Listening, Speaking, and Pronunciation • other elective (w/Director approval) 	<ol style="list-style-type: none"> 1. Engl 693A Applied ESL 2. if desired or needed: <ul style="list-style-type: none"> • Internship • other elective

F. Frequently Asked Questions

1. Is the degree EAL or TESL?

The English Department is one of the largest departments at the university, and it encompasses 4 different major disciplinary programs: Literature, Creative Writing, Rhetoric Composition and the Teaching of English, and English Applied Linguistics (EAL), each of which is like a department within a larger department. The EAL faculty offer courses in our undergraduate major, as well as the MATESL, Graduate Certificate, and PhD Minor in TESL. We also offer an undergraduate certificate in Teaching English as a Global Language. Your degree is an MATESL, and if you use any other name to refer to it you and we could get into legal trouble.

2. Who is my advisor?

We do not have advisors in the MA program because of the small number of students. Dr. Kayi-Aydar serves as your official advisor, and you are welcome to meet with her in person or online with any question or concern you have about the program. We also encourage you to get to know all of your professors as you have them for courses, and take advantage of their office hours also.

3. How many credits can I transfer?

Students may transfer up to 6 graduate credit hours (12 from UA) with approval by the Graduate College and Dr. Kayi-Aydar. See <https://grad.arizona.edu/gsas/degree-requirements/masters-degrees#transfer-credit> for more details.

4. What type of funding is available to incoming students?

The program has a limited number of GATships that it awards to incoming students each year. The funding package includes full tuition remission, student health insurance, and a small stipend for teaching composition courses. In some cases the program is also able to cover a non-teaching student's tuition, however this is budget-dependent and covers tuition only, not health insurance or the stipend. All University student fees must be paid by the student. Other graduate student funding can be found at <http://grad.arizona.edu/ofce>.

5. What practicum experiences are available?

Everyone may be required to observe ESL teaching in different community contexts for 555 and 693a, and possibly for other courses. We also encourage students who are able to volunteer at local community ESL centers and schools. We have created a partnership with Literacy Connects that allows you to receive internship credit (3 credits one semester) for your volunteer work. Please contact Dr. Shelley Staples (slstaples@arizona.edu) if you are interested in this

opportunity. Usually, the internship will take place in Spring of your 2nd year, but you should note that Literacy Connects requires a nine-month commitment.

6. What support for attending conferences is available?

We strongly recommend that all MA students attend and possibly present at a professional conference during their time in the program. Although we cannot guarantee it, we try to provide funding to attend conferences like TESOL as well as other local conferences. If you are seeking conference funding, you are required to submit an online form to the EAL program. An email that includes information about this and a link to the online form is sent to all EAL students every semester. The deadlines for applications are usually in early September and February, respectively. Please note that the fall application covers conference funding from July 1 to December 31 while the spring application covers conference funding from January 1 to June 30. We use the following “priority criteria” as we make decisions on the applications:

1. 2nd year EAL students presenting at a conference
2. 2nd year EAL students who have not presented/attended conferences before
3. 1st year students presenting at a conference
4. 1st year students not presenting

Decisions for funding requests are also based on whether you have received funding from EAL before and are receiving funding from other internal or external sources (e.g., EGU, GPSC, etc.). Please keep all original receipts, as you may be required to submit them to the department for reimbursement. We also will offer a workshop on writing and submitting conference proposals in the Fall semester.

7. What support for finding employment or going on to a PhD is available?

See section H—there will be workshops and a course focused on these topics. We also strongly encourage you to talk to Dr. Kayi-Aydar, the professors, and to your fellow students about employment and/or doctoral studies. We are happy to share with you our experiences and to help you realize the best possible plan for your future.

8. What sorts of EAL events are there?

Besides official meetings, we hold a welcome party and end-of-the-semester parties every year. We also sponsor English Applied Linguistics speaker series talks once a month, which you are highly encouraged to attend. Also, REAL sponsors various social events throughout the year.

9. Whom do I see if I have questions and concerns?

You should always feel free to ask Dr. Kayi-Aydar questions and come to her with concerns. In addition, the REAL officers and your fellow students are excellent resources for questions. Also, our program coordinator, Stephanie Mao, and your Graduate College Degree counselor (<http://grad.arizona.edu/tools/degrecounselors>) are excellent resources for questions about policies, deadlines, etc. Be sure to pay attention to emails that may contain important information about required meetings, talks, parties, events, and official deadlines. Finally, see section H below about official policies, complaints, and grievances.

10. Are there any opportunities for GATs to teach writing/composition courses in the summer?

Occasionally there are summer teaching opportunities for GATs. In such cases, we will ask you to send the Director your CV and a brief cover letter to be evaluated by all EAL faculty who may ask to see some additional materials. Please note that international students are given priority for summer teaching because our program cannot require international students to obtain off-campus work authorization.

G. Graduate Student Resources

If you have a Facebook account, please ask to join the **U of Arizona English Applied Linguistics** group at <https://www.facebook.com/groups/arizonaeal/>. We keep it updated with job announcements, events, and news about students, alumni, and faculty. You are also automatically subscribed to a few listservs – please pay attention to those, especially if they come from Stephanie Mao!

The Representatives of English Applied Linguistics (REAL), of which all EAL students are members, welcomes incoming students, sponsors professional development workshops and activities, and conducts social programs.

The **English Graduate Union (EGU)** represents all graduate students within the English Department. Each spring one student from each of the English Department's four graduate programs are elected as representatives to the EGU. The main function of the EGU is to create a liaison between the English Department administration, its faculty and its graduate students. The EGU also provides financial support for travel to professional conferences.

The **Graduate and Professional Student Council (GPSC)** at <http://www.gpsc.arizona.edu/> is a campus-wide organization. Their goal is to assist graduate students academically, economically, and socially, and to establish communication among all graduate and professional students at the University. In addition to lobbying for graduate student issues, the GPSC provides financial support for travel to professional conferences and sponsors social events for graduate students. Representatives are elected annually from each of the colleges. In addition, the **Associated Students of the University of Arizona (ASUA)** at <https://asuatoday.arizona.edu> hosts a number of clubs and organizations for students. They cover a number of different interests – professional, cultural, political, religious, social and athletic, among others. International students have the added benefit of the programs offered through the **Office of International Student Programs** at <https://global.arizona.edu/iss>, including a required orientation program, cross-cultural workshops and forums, and a host family program.

The **Graduate College** website has information about Graduate College policies, contacts, resources, deadlines, and other things you need to know: <http://grad.arizona.edu/>, including **funding opportunities, resources for parents, for professional development, for health and wellness, etc.** at: <http://grad.arizona.edu/new-and-current-students>

H. Policies and Procedures

Graduate students are expected to follow the policies and procedures for the UA Graduate College, the Department English EAL Program, and the University of Arizona as a whole. Policies are updated frequently, and it is the student's responsibility to comply with current policies. Graduate College policies can be viewed on-line at <https://grad.arizona.edu/policies>; university policies can be found at <http://catalog.arizona.edu/>

All university students and faculty are required to follow the **UA code of academic integrity** at <https://deanofstudents.arizona.edu/policies/code-academic-integrity>. All must also follow the **Responsible Conduct of Research** at <https://rgw.arizona.edu/research-compliance/rcr>. You will learn about properly conducting research in your courses.

Satisfactory Progress toward Degree

Students enrolled in the MATESL program are expected to make satisfactory progress toward completion of degree requirements each semester, which includes maintaining a 3.0 GPA. Failure to do so may result in conversion to non-degree status by the Dean of the Graduate College. For more details see:

<http://grad.arizona.edu/academics/policies/academic-policies/satisfactory-academic-progress>

Incomplete Grades (I)

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term. For more information see: <http://www.registrar.arizona.edu/grades/incomplete-i-grade>

Academic Appeals

If a student wishes to appeal any of the aforementioned requirements the appeal should be made in writing to the Director of the Program. The appeal will be reviewed by the program faculty and may include a collective meeting with the student. A decision to accept the appeal of the program faculty will be based on a majority vote. The program faculty may place additional requirements/deadlines on the student as a prerequisite for continuing in the program. Students who wish to appeal the decision of the program faculty must submit an appeal in writing to the English Department Head.

Other Appeals and Grievances

If a student believes that they have been subjected to a violation of the rules and

procedures delineated in this handbook, they have a right to file a grievance. The steps are as follows:

1. Write a summary of the action being grieved, with specific information as to time, date, individuals involved and the nature of the offense, as well as the specific remedy sought.
2. Present the grievance to the Program Director.
3. If the grievance is denied, the student may present it to the Head of the Department, whose decision is final.

* PLEASE NOTE: An individual who believes that he or she has been subjected to discrimination, harassment, or retaliation (as opposed to violations of department and program policies) should contact the Office of the Dean of Students immediately. You can find more information here: <https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

The Graduate College website provides guidelines to determine whether a complaint falls within its jurisdiction. <https://grad.arizona.edu/policies/academic-policies/grievance-policy>

H. After Graduation

If you want to secure a good position after graduating, it is a good idea to start thinking about the kind of job you want now. Every year for MA students we will offer several workshops related to professionalization and careers, including how to write and submit a conference proposal, and teaching abroad.

English 693a: Applied ESL in your final semester is devoted to professionalization. In the course you will discuss how to search for a job, how to read job ads, and how to get letters of recommendation, as well as how to create a CV, write a cover letter, and participate in an interview. As part of the course you will also assemble a portfolio that will include your CV, a teaching philosophy, and 2 or 3 classroom activities or lesson plans, which you can use for securing a job.

Resources for the Job Search:

TESOL International Association has an online career center with a place to post your resume and search for jobs. The website also has useful tips for job searching, a TESOL Placement E-Bulletin you can subscribe to, and information on the annual job fair at the TESOL convention. Admission to the annual job fair (“Job MarketPlace”) is included in the cost of the TESOL convention.

<http://careers.tesol.org/>

Inside Higher Education has listings from universities and community colleges around the. <http://www.insidehighered.com>

Dave’s ESL Café has job boards for International TEFL jobs, Korea TEFL jobs, and China TEFL jobs. <http://www.eslcafe.com>

The International Educator has listings for EFL and international school employment all over the world. Subscription to their listings costs \$39/year.

<http://www.tieonline.com/>

Tefl.com also has listings for EFL and international school employment all over the world. <http://www.tefl.com/>

A few sites list mostly doctoral level positions, but some master’s level positions are mixed in:

The Linguist List: <http://linguistlist.org/jobs/>

The American Association of Applied Linguistics: <http://www.aaal.org/jobs/>

The Chronicle of Higher Education: <http://www.chronicle.com>

Tip: When searching, look for all the acronyms, abbreviated and spelled out: TEFL, TESL, TESOL, EFL, ESL, ESP, English as a second language, applied linguistics, etc.

If you want to target a specific geographical area in the US, consider sending a cover letter and resumé to all the Intensive English Programs in that area. IEPs will often need instructors at the last minute and may hire part-time on the spot. It may be a good idea to send the IEP director an e-mail asking if they are accepting resumes and what their projected employment needs are.

American Association of Intensive English Programs: <http://www.aaiep.org/>

Intensive English USA: <http://www.intensiveenglishusa.com>

When to search:

Universities typically conduct searches for instructor positions 3-6 months before the position begins. For example, a position that starts in August may be advertised in the previous spring. However, positions may be advertised at any time of year, so it is good to start following job postings several months before you hope to start a new position. IEPs and universities overseas may have different calendars; for example, the Japanese academic year starts April 1.

Going on to a PhD

Remember that our courses are geared towards both research and practice (teaching), and that we believe your MA will help you land the best possible positions in the field. Doctoral study is not for everyone, and we all have many friends and acquaintances who have stayed in the field with their MAs and have built very successful careers. Even if you want to go on to a PhD, you should consider taking a few years in between and gaining teaching experience—this is what most of us did, and combined we five EAL faculty have over 60 years of ESL/EFL teaching experience in over a dozen different countries.

If your hope is to go on to a PhD right after your MA, we think you should start preparing in or just after your second semester by researching multiple programs and different universities. You should start to develop an idea of what sort of research you think you might want to specialize in, and which professors at your target schools you might want to work with. If you feel comfortable asking us, we can help you decide whether and how to apply to which programs, and offer some advice, for example, by reading your statement, helping you choose a writing sample (usually your best research paper), and assisting with other key parts of successful applications. We offer a workshop every Fall on planning and applying to doctoral study.